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AUTHOR Leitner, David
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ABSTRACT

The first year of the Japanese Language Magnet Program, an elementary school immersion program providing a total language experience in a multicultural setting, is evaluated. The evaluation study assessed the program in terms of program planning, student population, and parent involvement. Data were gathered through interviews, document analysis, surveys, classroom observation, and a literature review on immersion programs. Results suggest several major conclusions: (1) the program was successfully planned and implemented, with the necessary steps in the planning cycle followed; (2) it obtained a student population representative of the school district's population for gender and ethnic balance; (3) the anticipated problem of attrition did not occur, and no students withdrew from the program; (4) parents of participating students were generally satisfied and supported both program and school activities; (5) while Japanese language acquisition was not assessed at this time, students were observed to speak and respond in Japanese words and phrases when spoken to, and displayed behaviors indicative that they had gained understanding of the Japanese culture, including norms and values. Recommendations for program improvement include developing a scope and sequence for Japanese acquisition and formal monitoring of student progress in English and Japanese. (MSE)

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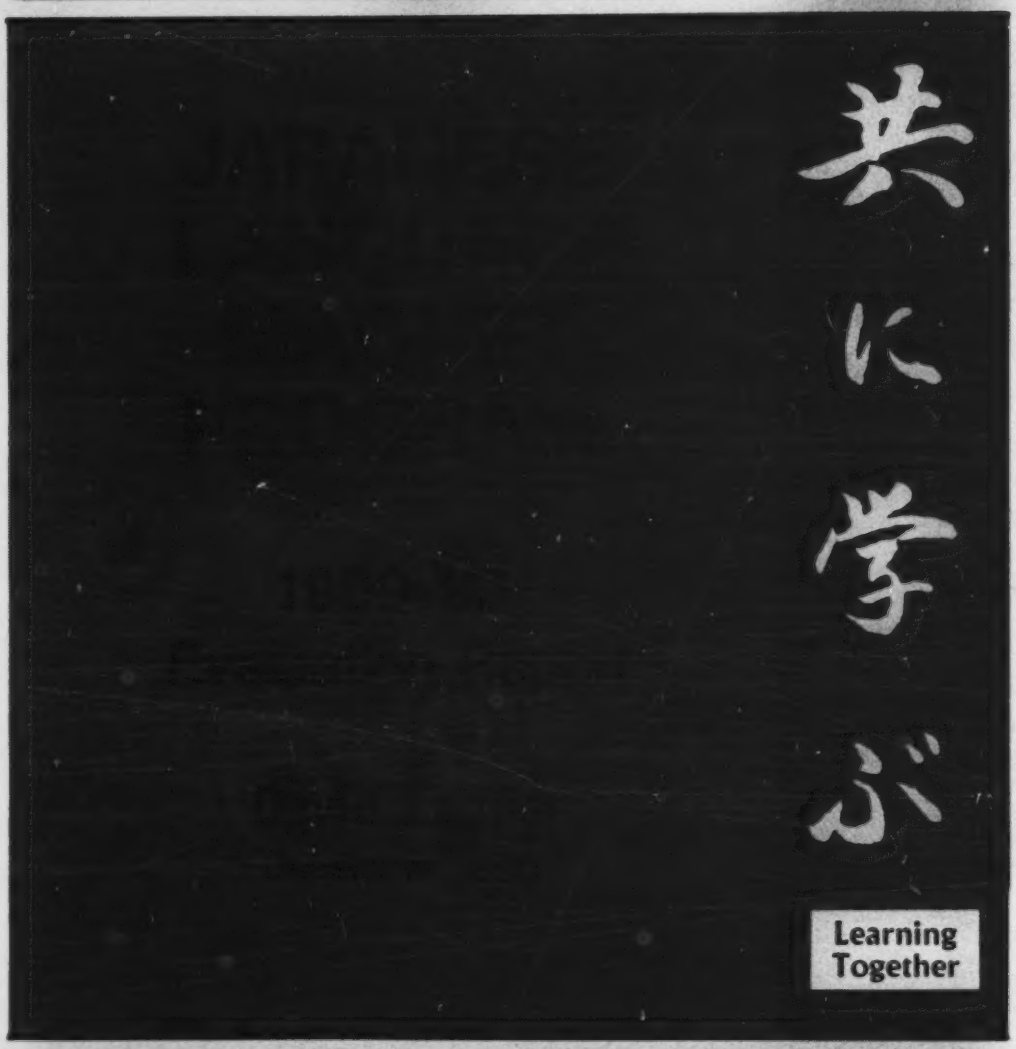

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EVALUATION REPORT

OF THE

JAPANESE LANGUAGE MAGNET PROGRAM

Year 1

1989 - 1990

David Leitner
Evaluation Specialist

Portland Public Schools

December, 1990

Administrative Summary

Japanese Language Magnet Program

This is a report on a study of the first year of the Japanese Language Magnet Program, an elementary magnet program in the foreign languages that provides pupils a total language experience in a multi-cultural setting. The underlying concept behind immersion programs is that students more easily learn a second language when the foreign language is used to teach other subject areas to students rather than teaching the foreign language as a separate subject. The major goal of the program is bilingual fluency for all participants.

The purpose of the study was to assess the program in terms of planning and implementation. Specifically, the report addresses questions dealing with the current status of the program in terms of program planning, student population, and parent involvement. Five types of data gathering activities - interviews, document analysis, survey questionnaires, classroom observations and a literature review on immersion programs - sought answers to the questions.

The findings suggest several major conclusions. First, the program was successfully planned and implemented. The program's planning team followed the necessary steps in the planning cycle when developing the program. Second, the program took steps and obtained a student population that represented the district's population for gender and for the percentage of majority and minority students. Third, the anticipated problem of student attrition did not materialize and no students left the program during the school year. Fourth, in general, parents of program students were satisfied with the program and supported both program and school activities. Finally, although Japanese language acquisition was not assessed at this time, students were observed to speak and respond in Japanese words and phrases when spoken to, and children displayed behaviors which indicated that they gained understanding of the Japanese culture, including norms and values.

RECOMMENDATIONS

The evaluation report was reviewed and approved by program and evaluation staff. The recommendations focus on the continuation and expansion of the Japanese Language Magnet Program at Richmond Elementary School as outlined in the program proposal. As in any new program, the first year is devoted to the many activities involved in program planning and development. Based on the knowledge gained in this first year of implementation, the following recommendations are offered:

1. The program continue to implement and begin to formally develop an articulated scope and sequence for Japanese language acquisition.

2. The program begin to formally monitor student progress in both English achievement and Japanese language acquisition, using methods such as observations. Report the achievement test results of project students on the Portland Achievement Levels Tests when students begin to take tests.

3. The program continue to select students to ensure that the student population is representative of different ethnic groups and different high school clusters as much as possible.

4. The program continue, at current levels, to involve parents of program students in school and program activities.

5. The program continue to obtain instructional materials in Japanese that are consistent with the district's curriculum.

TABLE OF CONTENTS

LIST OF TABLES iv

INTRODUCTION 1

PROGRAM DESCRIPTION 2

EVALUATION QUESTIONS 7

METHOD 8

RESULTS 9
- Program Planning 9
- Student Population 12
- Parent Involvement 16
- Student Outcomes 20

CONCLUSIONS 23

RECOMMENDATIONS 24

Notes 25

Appendix A 26

Appendix B 27

LIST OF TABLES

TABLE		PAGE
1	Estimated Expenditures of the Japanese Language Magnet Program: 1989-90	4
2	Applications to the Japanese Language Magnet Program by Geo-cultural Background	13
3	Distribution of Immersion Students by Geo-cultural Background	14
4	Distribution of Immersion Students by Home-School Cluster	14
5	Number and Percent of Parents Participating in Program and School Activities	16
6	Parent Participation at Japanese Language Class: Session 1	17
7	The Number and Percent of Parent Responses to Questions of the Japanese Language Magnet Program	19
8	Parent Observations of their Childrens' Japanese Language Expressions and Cultural Knowledge	22

INTRODUCTION

The Portland Japanese Language Magnet Program (JLMP) is a partial foreign language immersion program that provides pupils a total language experience in a multi-cultural setting. This is the second foreign language immersion program in the district; the first is the Partial Spanish Immersion Program at Ainsworth School. Japanese was selected as the foreign language for the second immersion program because of the importance of Japan in the Pacific rim, both economically and culturally. The major goal of the program is bilingual fluency for all participants. It is also expected that students will develop greater understanding of the Japanese culture.

Foreign language immersion programs are distinguished from the traditional approach to teaching foreign languages where the second language is taught as a separate subject with emphasis on explicit teaching of the formal rules of the language, such as grammar. The underlying concept behind immersion programs is that students more easily learn a second language when the second language is the medium of instruction, not the message. Thus, the foreign language is not taught as a separate subject, but rather the foreign language is used to teach other subject areas to students. It allows students to use the second language in everyday activities to convey thoughts, feelings, needs, and wants just as they would do in their native language. As a result of being immersed in the foreign language and culture, students also are able to develop a greater understanding of the culture of the second language.

In a partial immersion program, students receive instruction in both the native and foreign language. In the JLMP students receive half of the instructional day in English and half of the instructional day in Japanese. This differs from full immersion programs where students are "immersed" in the foreign language for the entire school day. A partial immersion program was selected in favor of a full immersion program because students are able to make progress in both languages simultaneously. In addition, the increasing Japanese population in Portland may help provide a foundation of Japanese language students for the program. Thus, English speaking students receive foreign

language instruction within the school setting and Japanese background students have the opportunity to maintain their cultural heritage.

PROGRAM DESCRIPTION

School year 1989-90 is the first year of the Portland Japanese Language Magnet Program. It is located at Richmond Elementary School in Southeast Portland and served 54 students in two kindergarten classes. Richmond School was selected as the site for the program because of support from the local community, cluster office, and building staff, and because space was available at the school to house a program which will grow over the next five years. The program proposal plans to add about 50 students and one grade each year for the next five years until the program is operating from grades K through 5 with a program enrollment of approximately 300 students.

Staff

The program staff included two (2 FTE) kindergarten teachers (one Japanese and one English speaking), two resource teachers (1 FTE), and an educational assistant (.5 FTE) who assisted the Japanese teacher in that portion of the program. The Japanese teacher and one resource teacher are near-native speakers while the second resource teacher and educational assistant are native Japanese speakers. The main responsibility for the instructional program fell, of course, to the two kindergarten teachers. The two teachers worked closely with each other, and with one of the resource teachers, to ensure that students receive a consistent kindergarten educational experience. The same resource teacher was also largely responsible for developing materials which are appropriate for a kindergarten immersion program, community liaison, working with parents, publishing a quarterly newsletter, and assisting the Japanese teacher in translating, locating, and developing instructional materials. The second resource teacher was responsible for conducting the evening Japanese class for parents of program students.

Estimated Expenditures

The estimated expenditures for the 1989-90 program was $143,000, as shown in Table 1. It included expenditures primarily for instruction, including salaries, benefits, and supplies and materials, but also included support services, i.e., purchased services. Below is a brief explanation for the expenditures that require additional explanation.

Instruction: Even though there are two FTE kindergarten teachers in JLMP, only half of each kindergarten teachers' FTE, or a total of 1 FTE, was charged to JLMP because the district would typically provide a half-time kindergarten program to these students.[1] Thus, only one FTE (in this case, two half-time teachers) was added as a result of the program. In addition, the program added two part-time resource teachers (1 FTE) and an educational assistant (.5 FTE) as reflected in the expenditures.

Student Transportation This is 50% of the transportation costs. It assumes that there would be transportation costs whether the students attended the program.

Telephone, Postage, Advertising Services, Printer/Binding Services The major part of these expenses went to recruiting students for the program to ensure that the program's student population was representative of the district's ethnic population and included students from different parts of the city.

Supplies, Equipment Because the program was new and the district did not have any Japanese materials appropriate for kindergarten students, the program was required to purchase many instructional materials .

The figures below reflect the expenditures for operating JLMP, but do not reflect the costs of providing JLMP which are above and beyond the costs of providing the usual, expected educational services to these students. That is, part of the costs for some services, e.g., transportation, would be incurred whether students attended JLMP or their respective neighborhood schools. In order to obtain the costs of operating JLMP beyond the services normally provided to these students, the costs of providing the usual, expected kindergarten services would have to be calculated. If these later costs could be calculated accurately, the costs of providing the JLMP beyond the costs of usual kindergarten services would be less than the above figures.

Table 1
Estimated Expenditures of the Japanese
Language Magnet Program: 1989-90

CATEGORY	EXPENDITURES
INSTRUCTION	
Salaries:	
Teachers, 1.0 FTE, and	
Resource Teachers, 1.0 FTE	52,774
Educational Assistants .5 FTE	9,809
Extended Hours	11,992
Other Salaries	735
Conference Leave	89
Employee Benefits @ 27.62	16,860
Health	11,860
SUPPORT SERVICES: OTHER	
Student Transportation: (Estimated)	10,404
Telephone	310
Postage	1,302
Advertising Services	920
Printer/Binding Services	400
Out-of-Town Travel	1,083
Local Conferences and Meetings	527
Student Activity Expenses	175
SUPPLIES	11,162
EQUIPMENT	2,378
DUES AND FEES	185
TOTAL	132,532

Instructional Program

JLMP is one of the few full-day kindergarten programs in the district. The instructional day was divided into two half-days: students received approximately one half-day of instruction in Japanese and the second half-day of instruction in English. (See Appendix A for a copy of the class schedule.) The morning session was from 9:00 a.m. through 11:40 a.m. The activities for the morning and afternoon sessions were similar in the two classrooms, whether in Japanese or English. Students began the day

with opening activities (songs, calendar and library), which were followed with work stations in either math, science or social studies. All program students had lunch and recess from 11:40 a.m. through 12:30 p.m. Afterwards, students switched classes; students in the Japanese classroom moved to the English classroom, and vice-versa. The afternoon session was from 12:30 p.m. to 2:15 p.m. Students began the afternoon session with quiet time and then, under the direction of the teachers, went to work stations for 60 minutes. Finally, students spent 15 minutes on closing activities before leaving for the day.

The class schedule indicates that the amount of available instructional time was longer for the morning session than the afternoon session, whether students were in English or Japanese. As a result, students in the afternoon Japanese classroom received less Japanese instructional time than the morning Japanese classroom. However, the schedule was changed at midyear so that students receiving Japanese instruction in the morning session during the first half-year, received Japanese instruction in the afternoon session during the second half-year, and vice-versa. Thus, students received an equivalent amount of Japanese instructional time during the entire school year.

According to a partial immersion program model, teaching staff should speak only the foreign language, in this case, Japanese, during that portion of the instructional day: the English language must not be used. The rule is based on the belief that students will not work to understand Japanese and will resort to English if Japanese is not spoken consistently. Thus, teachers and educational assistants must follow and model the rule by speaking Japanese under all normal circumstances. Nevertheless, there were instances where students became so frustrated with being unable to understand the instructor that it jeopardized learning, and, of course, where personal safety took precedence. As a result, instructional staff decided that when speaking Japanese was detrimental to student learning and frustrated students, they would help students understand what they said in Japanese by restating it in English. Staff reported that there were only a few cases each day when teachers thought it was necessary to use

English to promote student learning in Japanese. And, there were more of these cases at the beginning than end of the school year, as expected.

The JLMP kindergarten classroom appears and consists of instructional activities like any other full-day kindergarten classroom in the district. It has learning centers, books, creative play objects, blocks, manipulatives, and other materials and equipment. However, what makes an immersion classroom different from other classrooms is that the written and spoken language for half of the instructional day is Japanese. In this classroom, the bulletin boards have numbers listed in Japanese, *e.g., ichi, ni, san, shi, go, roku, shichi, hachi....* The Japanese alphabet is listed on the bulletin boards. Many objects in the classroom have their Japanese names posted next to them, e.g., *tsukue* and *denki*, for desk and lamp. However, what first catches a visitor's attention is that the teacher, educational assistant, and even students, when possible, are speaking in Japanese, not English. The teacher greets students in the morning, "*Ohayo Gozaimasu*", and students respond, "*Ohayo Sensei*". From that point, the rest of the half-day is in Japanese. Students sing songs in Japanese, e.g., "*Musunde Hiraite*", and the teacher instructs students about geometric shapes. In other words, much of the what is taught in English-speaking kindergarten classrooms is also taught in the Japanese classroom. In addition, students in the Japanese classroom learn more about aspects of the Japanese culture than in other kindergarten classrooms.

The Japanese teacher used a variety of teaching techniques to instruct students in Japanese, many of which are the same teaching techniques as used in English. The main difference is that the Japanese teacher must focus more on language meaning. Thus, the Japanese teacher emphasized activities that required the students to communicate by speaking. In addition, the teacher often used gestures and body language to convey meanings of words and phrases.

During the Japanese portion of the day, a very definite pattern of language acquisition was observed. Initially, students spoke only in English to each other and the teachers, but in this pre-production phase, they were observing many unseen language cues. For example, children would point to an object named, or perform a task as

requested by the teacher in Japanese. As speech emergence began, songs were the most familiar sounds to be heard. Then, it was noticed that in the *tatami* mat playhouse there were imitation Japanese sounds. While these sounds were not Japanese words, they reflected true Japanese sounds. For instance, the Japanese word for "always" ends with a *"ka"*, and that ending was heard repeatedly in the patterns that children were exploring. Before the end of the school year, each student had the opportunity to be class leader and direct the beginning conversation which focused on describing the weather and identifying the day of the week in Japanese. A few students could carry on an exchange of sentences with the teacher before the end of the school year.

It was interesting to note that the childrens' own concept of their ability in Japanese was very high, exceeding their true ability. For example, in one instance the English teacher requested a volunteer who could speak Japanese with a Japanese visitor; the entire class volunteered. Perhaps the students' positive self concept was partially created by the fact that students were encouraged to express themselves in Japanese, whenever possible, and were seldom corrected for making a "mistake". Rather than calling the student's attention to the "mistake", the teacher repeated what the student intended to say, and then encouraged the student to repeat it. This appeared to create a positive, supportive climate where students felt they were not being forced to do something beyond their capabilities.

EVALUATION QUESTIONS

The overall purpose of the evaluation was to describe the implementation of the JLMP. The study sought to answer seven evaluation questions in four areas about the program which were identified from discussions with the JLMP Planning Committee. The four general areas and seven questions are:

Program Planning:

1. What is the process for program planning and program implementation?

Student Population:

2. What is the composition of the student population in terms of ethnicity and gender as compared to the population that applied to the program.

3. What are the reasons and rate of student attrition, and how were new students selected?

Parent Involvement:

4. To what extent do parents of project students participate in program and school activities, e.g., visit the program, attend parent Japanese classes, attend PTA or LSAC meetings?

5. What were the parents' impressions of the program?

Student Outcomes:

6. To what extent do students demonstrate proficiency in Japanese language acquisition?

7. To what extent do students demonstrate knowledge and understanding of the Japanese culture?

METHOD

The evaluation of the Japanese Language Magnet Program was undertaken at the request of the District Director of Curriculum, who is also a member of the JLMP Planning Committee. The evaluation report provides the Director of Curriculum, Planning Committee, Portland Public School Board of Education, and other interested parties specific information on the evaluation questions. The results are expected to be useful to these decision makers as they determine the future direction of this program.

The evaluation was planned primarily as formative rather than summative because of the nature of the prōgram. Data collection methods were developed to answer each question in the most appropriate manner. Five types of data gathering activities were used: interviews, document analysis, survey questionnaires, classroom observations, and a literature review on immersion programs.

RESULTS

The data are presented according to the seven evaluation questions listed above. Each question is presented separately and is followed by the data for the question. The conclusions and the recommendations are presented last.

Program Planning

Evaluation Question 1. What is the process for program planning and program implementation?

Planning

The program evolved from an interest in teaching foreign languages to Portland Public School students, coupled with the successful implementation of the district's first effort at foreign language immersion, the Partial Spanish Immersion Program. Initial program planning was the responsibility of the project's Planning Committee which included the Director of Curriculum, Richmond School principal, Franklin/Marshall Director of Instruction, instructional specialist, elementary curriculum coordinator, public information specialist, curriculum writer, and evaluation specialist. Several committee members were on the Planning Committee of the Partial Spanish Immersion Program, and drew upon their previous experiences in planning this program. One of their first tasks was to gather information about immersion programs and about Japanese immersion programs in particular. As part of this effort, some committee members visited existing programs and others read and shared research and articles about foreign immersion programs. Based on this information and discussions with consultants, the Planning Committee wrote a proposal for the magnet program and submitted it to the PPS Board of Education where it was approved in April, 1989.

Beginning in September, 1988, a number of important preliminary activities were undertaken by the Committee. These activities included developing a base of community support for the program by organizing a community advisory committee which included members of the local Japanese business and education community. The committee also

began to identify curriculum materials and explore outside sources of funding. After the proposal was approved by the PPS Board of Education, the Planning Committee identified responsibilities and a timeline for project activities. Some of these activities included informing the community of the program, developing student application and selection procedures, developing job descriptions for teachers and educational assistants, developing a transportation plan, preparing a curriculum outline, and recruiting and selecting teachers.

In addition to the above responsibilities, the Planning Committee met regularly to decide important program and curriculum issues. For example, one important issue that the committee decided was which of the Japanese alphabets (hiragana, katagana, or kanji) should students learn, and in which order. At another meeting, the committee discussed what kinds of Japanese customs should be taught, when should students begin with the written language, and how should students be taught math. In order to answer these questions, the Planning Committee sought input from consultants and Japanese native speakers.

Implementation

After the program began in September, 1989, the major responsibility for day to day program implementation and operation (e.g., screening and selecting students, answering parent questions, and acquiring curriculum materials) fell to the building project staff, i.e., the principal, two resource teachers, and the two kindergarten teachers. The building principal was responsible for general program management and overseeing staff and student selection while maintaining a supportive environment for the rest of the school program. One resource teacher was responsible for ongoing program coordination, communication, and curriculum. She developed and translated curriculum materials, supported teachers with language assistance, developed instructional strategies, and dealt with the community about the program. Together with the Japanese kindergarten teacher, they devoted a great deal time to selecting and acquiring appropriate curriculum materials, and planning and developing instructional lessons

throughout the school year. The English kindergarten teacher was instrumental in helping the Japanese teacher learn the kindergarten curriculum and identifying appropriate instructional strategies.

The curriculum for the classes is the same as other kindergarten classes and is based on the Goals and Standards for the Educational Programs of Portland Primary Grades, June 1980. Thus, the curriculum areas of the program include math, language arts, science, social studies, physical education, music and library. Within each subject area, the district's curriculum continuums are followed: instructional staff follow the same goals and the subgoals that district teachers follow. And, the regular district-adopted materials are used in the English portion of the program.[2] Since Japanese versions of the text adoptions are not available, second language materials consistent with district and program goals were used in the Japanese portion of the program. Teachers also created many of their own instructional materials.

While JLMP teachers were able to follow the district curriculum in teaching different subject areas, the district does not have formal goals and objectives for teaching foreign languages, including Japanese, in immersion programs. In addition, because the program was unable to hire the Japanese teacher until just prior to the start of the school year, there was little planning time available prior to opening day to develop goals and objectives. As a result, the JLMP teachers developed goals and objectives for teaching the Japanese language during the program. Because the program was new, it was difficult to anticipate student progress and to develop curriculum plans too far in advance. The program intends to use the kindergarten curriculum for Japanese language acquisition developed this year as the curriculum for next year's kindergarten program, and to develop the first grade curriculum for Japanese language acquisition in the same manner as they did the kindergarten curriculum.

Student Population

Evaluation Question 2. What is the composition of the student population in terms of ethnicity and gender as compared to the population that applied to the program?

Program enrollment was set at 54 kindergarten students, 27 students to a class. The Planning Committee wanted the population of the program to be representative of the district population in terms of ethnicity and gender, and to pull students from different high school clusters, if possible. Application materials for JLMP were available April 10, 1989, and applications were accepted until June 9, 1989. Applications were sent to families in Portland who had children currently enrolled in an elementary school in the district. In addition, the program made a special effort to obtain applications from minority students by conducting a second mailing for areas with high concentrations of minority students. A total of 98 applications were received, almost twice as many applications as there were available slots in the program. Table 2 shows the breakdown of the applications by ethnicity, or geo-cultural background. It indicates that the number of applications received were not representative of the district population for some groups, e.g., African Americans were underrepresented and Asian Americans were overrepresented in program applications. Although not displayed, the number of applicants were equivalent by gender; 50 (51%) applicants were female and 48 (49%) were male. This is similar to their district proportions, 49% female and 51% male.

The applications were reviewed to determine if students met eligibility requirements, e.g., age, commitment to the program. The review determined that 80 of the 98 applicants met their eligibility requirements. Next, assessment information was gathered on those 80 students. The purpose of the assessment procedure was to identify those students who would not be well served by the program. Student applicants from these families were administered the Early Screening Inventory (ESI). In addition, the parents of students were interviewed to assess their commitment to the program and obtain some background information. Based on the information collected, program staff

Table 2
Applicants to the Japanese Language
Magnet Program by Geo-cultural Background

Geo-cultural Background	Applicants Number	Applicants Percent	District* Number	District* Percent
European American	78	80	38,828	73
African American	4	4	8,199	15
Asian American	14	14	3,972	7
Native American Indian	1	1	1,126	2
Hispanic American	1	1	1,408	3
Total	98	100	53,533	100

* Based on Enrollment Report, October 1989

determined that all 80 students could benefit from the program.

Because there were more eligible students than space available, i.e., the total number of eligible applications exceeded the total slots available for the program, and the number of applications for some groups, e.g., European Americans, exceeded the number of slots available for these groups, a lottery was conducted in order to assign students to available slots. Based on the lottery, all students within each population were placed on a rank list. The slots in the program were filled by rank position until all the slots were filled by eligible candidates. The rank lists of students were kept on file in order to select students to fill vacancies if slots became available due to attrition.

A total of 54 students were selected for the program, 27 students in each classroom. Table 3 shows the breakdown of project students by geo-cultural background. The numbers of students in the groups are slightly different[3] than the application figures due to a) inconsistencies between information reported by parents on student program application materials and school registration materials, and b) limitations in storing student registration information about ethnicity on the Student Master File. The enrollment figures do indicate that the breakdown of the student population is fairly representative of the geo-cultural breakdown of the district population. Again, although

not displayed, there were 28 females (52%) and 26 males (48%) in the program, roughly equivalent to their proportions in the district population, as reported earlier.

Table 3
Distribution of Immersion Students
by Geo-cultural Background

	Program		District	
Geo-cultural Background	Number	Percent	Number	Percent
European American	38	70	38,828	73
African American	6	11	8,199	15
Asian American	8	15	3,972	7
Native American Indian	1	2	1,408	2
Hispanic American	1	2	1,408	3
Total	54	100	53,533	100

Since the Japanese immersion program is a magnet program, program administrators wanted the program to include students from different parts of the city. Table 4 shows the number of students in the program according to the students' home cluster. The data indicate that all the high school clusters in the city were

Table 4
Distribution of Immersion Students
by Home-School Cluster

Cluster	Students
Cleveland	17
Franklin/Marshall	14
Jefferson	7
Madison	5
Grant	4
Roosevelt	3
Lincoln	2
Wilson	2
Total	54

represented in the student population of the immersion program. Some clusters, e.g., Franklin/Marshall, had more students in the program than others due to the greater number of applicants from those clusters.

Evaluation Question 3. What are the reasons and rate of student attrition, and how were new students selected?

This question was asked because the Planning Committee perceived that student attrition could erode the student program population and adversely affect the program's cost feasibility. In fact, the major reason why program enrollment was set at 27 students per classroom rather than at a smaller class size was to curtail the possible negative effects of student attrition. If student attrition occurred, as was expected, careful selection of student replacements would become very important, because it would be very difficult for new students to "catch-up" the further along in the program. Therefore, it was considered very important to identify the rate and reasons for student attrition, and how new students were integrated into the Japanese curriculum.

A review of student records revealed that the program did not lose any students in the first year. As a result, no new students needed to be selected to replace exited students. The program did create a waiting list of potential students in the event a student left the program during the year. That is, any vacancies in the program would be filled with the next students who were on the rank list of students created from the lottery.

Parent Involvement

Evaluation Question 4. To what extent do parents of project students participate in program and school activities, e.g., visit the program, attend parent Japanese classes, attend PTA or LSAC meetings?

Data on parent participation in school and program activities are available from three sources of information: responses to a survey by parents of program students[4],

school records on the number of parent volunteer hours, and attendance records from the parent Japanese classes.

Data on parent participation in school and program activities include responses to a parent survey and school records on the number of parent volunteer hours. One survey was sent to each of the 54 families of program students: 46 surveys (85%) were returned. The large percent of returned surveys is an indication in itself of parent concern and involvement, and increases the reliability of the results. (See Appendix B for a complete copy of the survey questionnaire.} One question from the survey asked parents to indicate their participation in program and school activities. Table 5 shows the number and percent of parents who participated in school and program activities.

Table 5
Number and Percent of Parents Participating
in Program and School Activities
n = 46

Activity	Parents	Percent
Back-to-School Night	26	57
School Volunteer	31	69
Japanese Evening Classes	35	78
Family Book-It Meetings	18	40
PTA/LSAC Meetings	22	49
Parent/Teacher Conferences	41	91
Multicultural Fair	36	67
Parent/Child Math Nights	24	53

Although the program did not state any goals for the level of parent involvement, the results indicate that the parents were very involved and supportive of both school and program activities.

In addition to parent survey responses, data on parent participation in program activities were available from data collected on the number of hours that parents of program students volunteered to help in program activities. In all, there were 31 parents who volunteered a total of approximately 700 hours on program related activities. These

parents performed instructional, resource and enrichment, organizational, advisory, and other support activities.

Data on parent participation were also collected from attendance records of the parent Japanese classes. Parent Japanese classes were held for three 9-week sessions during the school year. Attendance records were kept for the first 9-week session and are displayed in Table 6. The data show that many parents were involved initially in the Japanese classes, but participation declined after the first few weeks. Although attendance records were not kept for the second and third 9-week sessions, the program's resource teacher reported that 10 to 15 parents attended the second session, and 5 to 10 parents attended the third 9-week session. Overall, parent participation in the evening Japanese classes must be characterized as satisfactory given the time and commitment necessary for parents to attend.

Table 6
Parent Participation at
Japanese Language Class: Session 1

Week	Participants
1	48
2	41
3	30
4	39
5	39
6	17
7	25
8	26
9	15

A final indication of parent involvement and commitment to the program was that parents of program students took the initiative and started their own parent group, called "*Oya no Kai*", meaning parent association. The purpose of the association was to support program activities as well as to support parents of program students. The association met three times during the year and established committees around areas of potential support for the program and program parents, e.g., communication, social/cultural activities, summer program for children. Attendance at the three

meetings were 50, 30, and 35, respectively. The principal reported that she invited several members from the association to attend the parent meetings for families who applied to next year's program which was held in June, 1990. The parents from *Oya no Kai* shared their perspective about the program, and what it meant to be parents of program students with the prospective families.

Evaluation Question 5. What were the parents' impressions of the program?

Evidence of parents' impressions about the program were collected from questions on the same survey completed by the 46 parents. Parents were asked six questions regarding their impressions of the program on a five-point scale, for example, ranging from not satisfied (1), to very satisfied (5). Table 7 shows the results from these six questions. Although, the mean responses from the questionnaires differ slightly, all are above a mean of 4.0, and must be considered positive. In general, parents were very satisfied with the Japanese Language Magnet Program (M = 4.6). They believe that the program supported the intellectual and academic needs of their children (M = 4.24) as well as their childrens' social and emotional growth (M = 4.42). Parents were also optimistic that their children will be bilingual by the end of the primary school program in grade 5 (M = 4.31). Finally, parents felt that their children were very comfortable about being in the program (M = 4.64) and were very happy about attending school (M = 4.51).

In addition to the above six questions, parents were asked to make additional comments for three questions on the survey. The parent responses to these three questions are summarized below. It is important to point out that although not all the parents who completed the questionnaire also made additional comments, there were enough comments to suggest that the pattern of responses are reflective of all the parents who completed the questionnaire. The first question asked parents who had visited their child's classroom to comment on their impressions of the program. By far, the most frequent response (30) was that parents were impressed at the hard work and

Table 7
The Number and Percent of
Parent Responses to Questions
of the Japanese Language Magnet Program
(N = 46)

6)	How satisfied are you that the program supports the intellectual growth and academic needs of your child?				
	Not Satisfied				Very Satisfied
	1 (2%)	2 (4%)	5 (11%)	4 (9%)	31 (69%)
7)	How satisfied are you that the program supports the social and emotional growth of your child?				
	Not Satisfied				Very Satisfied
	0	0	9 (20%)	8 (18%)	28 (62%)
8)	How optimistic are you that your child will be bilingual by the end of the program (in Grade 5)?				
	Not optimistic				Very Optimistic
	1 (2%)	1 (2%)	5 (11%)	14 (31%)	24 (53%)
9)	How comfortable do you think your child is about being in the Japanese Language Magnet Program?				
	Not comfortable				Very Comfortable
	0	3 (7%)	1 (2%)	5 (11%)	35 (80%)
10)	How happy do you think your child is about attending school?				
	Unhappy				Very Happy
	0	2 (4%)	3 (7%)	10 (10%)	30 (67%)
11)	In general, how satisfied are with you the Japanese Language Magnet Program?				
	Not Satisfied				Very Satisfied
	0	1 (2%)	2 (7%)	9 (20%)	32 (71%)

dedication of staff and how the classroom appeared to be a pleasant, learning environment, e.g., "Both classrooms seem like exciting places to learn and I feel both teachers are excellent." Five parents mentioned that they were impressed about how often students were able to speak Japanese. And, four parents mentioned that given the nature of the program and the difficulty in learning the Japanese language, they thought the class size was too large.

Second, parents were asked to comment to the question: Has the project's staff informed you about program activities during the year? Of the parents who made additional comments, the majority (15) felt that they received ample information and communication about program activities. On the other hand, five parents indicated that more communications would be helpful and three other parents felt that some of the communications could be a little more timely.

Finally, parents were given the opportunity to make any additional, general comments about the program. Again, the most frequent response (19) was that parents felt that the program provided an excellent learning environment for their children and that staff were doing a very good job. The next most frequent response was that six parents wanted more communication from teachers, especially in terms of an additional parent/teacher conference. Five parents wished that they had more input into the program, especially by being able to volunteer in the Japanese portion of the program. And, consistent with previous responses, four parents wished that the class size could be smaller.

Student Outcomes

Evaluation Question 6. To what extent do students demonstrate proficiency in Japanese language acquisition?

Originally, the Planning Committee wanted to obtain some indication of student language acquisition in Japanese during the school year. However, at that time, because of the newness of the program and lack of knowledge and experience in Japanese immersion programs, the Planning Committee was not aware of the difficulties in obtaining the data, the amount of time and evaluation resources required to collect the data, the meaningfulness of the data collected so early in the program, and probably most importantly, appropriate expectations for the students. As a result, the Planning Committee later decided to continue to explore possible and appropriate data collection methods for a future assessment. Nevertheless, the Planning Committee recognizes the

importance and need to develop appropriate expectations for Japanese language acquisition, a timeline to assess Japanese language development, and a method to obtain that information which allows the program to assess program progress.

Evaluation Question 7. To what extent do students demonstrate knowledge and understanding of the Japanese culture?

In general, an important component of any immersion program, including JLMP, is the opportunity to learn about the culture of the immersion language. Evidence that students demonstrated knowledge and understanding of the Japanese culture were collected from observations of classroom activities and from responses of parents of program students. From observations of the Japanese classrooms, I discovered that students participated in social situations and learned responses that are appropriate in Japan. They were taught the significance of respect, politeness, motivation, cooperation, and harmony in the Japanese culture. Moreover, students participated in activities that reflected the Japanese culture including dance, music, calligraphy, flower arranging, martial arts, theater, and puppetry. Students also learned about holidays, festivals, and special days in the Japanese culture. Finally, they began to learn about major cultural themes including *Ma* (space), *Ba* (place), and *Wa* (harmony).

Evidence of student understanding of the Japanese culture were also collected from parents who were able to observe their children demonstrate knowledge and understanding of the Japanese culture outside of school. Although much of this survey question refers to language, language is a major part of culture and is thus an expression of the understanding of the Japanese culture. Table 8 shows parents' responses to survey questions. The data indicate that students are demonstrating that they are beginning to understand the Japanese language and possess knowledge of the Japanese culture.

Table 8

Parent Observations of Their Childrens'
Japanese Language Expressions and Cultural Knowledge
n = 46

5. What evidence do you see that your child is learning the Japanese language and culture?

42 Speaks Japanese words, phrases	41 Recognizes Japanese cultural items
42 Sings songs in Japanese	31 Uses Japanese greetings
29 Writes expressions (for example, names, numbers)	11 Other (specify) ___

CONCLUSIONS

In order to place the evaluation report in perspective, I want to emphasize that this is a formative evaluation of an innovative program that has an overall long term rather than short term goal. As a consequence, the program can not be evaluated upon its long term outcome of developing students who are bilingual. Rather, the program can only be evaluated with respect to its efforts and implementation of activities to achieve its overall goal. The program should be assessed at a later date to determine its long term effects.

1. The Japanese Language Magnet Program was carefully planned and successfully implemented. Planning for the program, which was the responsibility of a Planning Committee, began a year and a half prior to implementation, and followed a program development and planning cycle. The Planning Committee, and especially program staff, should be commended for their efforts in program planning and implementation.

2. The program took steps to obtain a student population that represented the district as a whole. The composition of the student population in the program was equally represented by gender. In addition, although specific minority groups were underrepresented due to a lack of applications for these groups, the total combined percentage of minority students and majority students were representative of the percentage of these two categories in the district. The program population was also represented by students from different parts of the city.

3. The anticipated potential problem of student attrition did not materialize. No students left the program during the school year. In the event a student left during the year, the program had developed a waiting list of potential students to fill any vacancies.

4. Parents of program students were actively involved in both school and program activities. In addition, parents formed their own group in order to support other parents and to support program activities.

5. In general, parents were satisfied with the program, thought their children liked the program, and were pleased with the progress their children made.

6. At this time, Japanese language acquisition was not assessed due to the unavailability of assessment instruments and the meaningfulness of any data collected. However, students were observed to speak and respond in Japanese words and phrases when spoken to by the Japanese program staff.

7. Students were observed to display behaviors which indicated that they gained knowledge and understanding of the Japanese culture, including language, values, and norms.

RECOMMENDATIONS

The evaluation report was reviewed and approved by program and evaluation staff. The recommendations focus on the continuation and expansion of the Japanese Language Magnet Program at Richmond Elementary School as outlined in the program proposal. As in any new program, the first year is devoted to the many activities involved in program planning and development. Based on the knowledge gained in this first year of implementation, the following recommendations are offered:

1. The program continue to implement and begin to formally develop an articulated scope and sequence for Japanese language acquisition.

2. The program begin to formally monitor student progress in both English achievement and Japanese language acquisition, using methods such as observations. Report the achievement test results of project students on the Portland Achievement Levels Tests when students begin to take tests.

3. The program continue to select students to ensure that the student population is representative of different ethnic groups and different high school clusters as much as possible.

4. The program continue, at current levels, to involve parents of program students in school and program activities.

5. The program continue to obtain instructional materials in Japanese that are consistent with the district's curriculum.

Notes

1. This will not be the case in subsequent grades since the district provides a full day program to all students after kindergarten. As a result, the cost of teachers for subsequent grades will not be charged to the program since students would typically receive a full day program.

2. The adopted texts used in the English portion of the program include:

Economics/Factory, Portland Public Schools, In press.

First Impressions, Holt, Rinehart, and Winston, 1989.

Health: Focus on You, C. E. Merrill, 1990.

Hospitals: The Inside Story, Portland Public Schools, 1990.

Hospitals: Kids in Operation, Portland Public Schools, 1990.

Math Their Way, Addison-Wesley, 1976.

Traveling Wheels: A Transportation Realia Kit for Early Childhood, Portland Public Schools, 1987.

Windows on Science: Constructions, Seeds and Weeds, Creative Publications, 1988.

3. There were two students whose geo-cultural designation changed from the initial program application to the school registration application.

4. The results from this survey were used in several evaluation questions and will be referred to again in the evaluation. The results from the survey will be presented in the evaluation question that it helps answer as well as in Appendix B.

Appendix A
Kindergarten Class Schedule

	Min	Monday	Tuesday	Wednesday	Thrusday	Friday
9:00-9:30	30	Opening: Calendar, Songs, Library				
9:30-10:05	25	Work Stations: Math - Science - Social Studies				
10:05-10:25	20	Recess	P.E.	Recess	P.E.	Recess
10:25-11:40	85	Work Stations and Learning Centers				
11:40-12:00	20	Lunch				
12:00-12:30	30	Recess				
12:30		Classes switch: Japanese to English/English to Japanese				
12:30-1:00	30	Quiet Time				
1:00-2:00	60	Opening and Work Stations				
2:00-2:15	15	Closing				

Appendix B

JAPANESE LANGUAGE MAGNET PROGRAM: PARENT SURVEY
(N = 46)

Dear Parents:

The purpose of this survey is to collect information from parents of students in the Japanese Language Magnet Program. We want to know what you think about the program. Your answers on this questionnaire are important: they will be reviewed and considered in program operations.

SCHOOL COMMUNICATIONS

1) Have you visited your child's classrooms this year during the school day?
Yes 40 No 5

If Yes, what were your impressions?

---

2) Has the project's staff informed you about program activities during the year?
Yes 44 No 1

Comments?

---

3) What method(s) of school communication do you find most helpful? (Check all that apply).

80% Newsletters
40% Teacher phone calls
84% Parent/teacher conferences
69% Notes from the teachers
49% Parent/student/staff activities.
11% Other _____

4) Which of these school functions did you attend this year?

57% Back-to-School Night
69% Volunteer
78% Japanese Evening Classes
40% Family Book-it Meetings
27% Other (specify) _____
49% PTA/LSAC Meetings
91% Parent/Teacher Conferences
67% Multicultural Fair
53% Parent/Child Math Nights

ACADEMIC PROGRAM

5. What evidence do you see that your child is learning the Japanese language and culture?

93% Speaks Japanese words, phrases
93% Sings songs in Japanese
64% Writes expressions (for example, names, numbers)
91% Recognizes Japanese cultural items
69% Uses Japanese greetings
24% Other (specify) _____
_____

6) How satisfied are you that the program supports the intellectual growth and academic needs of your child?

Not Satisfied				Very Satisfied
1 (2%)	2 (4%)	5 (11%)	4 (9%)	31 (69%)

7) How satisfied are you that the program supports the social and emotional growth of your child?

Not Satisfied				Very Satisfied
0	0	9 (20%)	8 (18%)	28 (62%)

8) How optimistic are you that your child will be bilingual by the end of the program (in Grade 5)?

Not optimistic				Very Optimistic
1 (2%)	1 (2%)	5 (11%)	14 (31%)	24 (53%)

9) How comfortable do you think your child is about being in the Japanese Language Magnet Program?

Not comfortable				Very Comfortable
0	3 (7%)	1 (2%)	5 (11%)	35 (80%)

10) How happy do you think your child is about attending school?

Unhappy				Very Happy
0	2 (4%)	3 (7%)	10 (10%)	30 (67%)

11) In general, how satisfied are with you the Japanese Language Magnet Program?

Not Satisfied				Very Satisfied
0	1 (2%)	2 (7%)	9 (20%)	32 (71%)

12) Please add any comments you want regarding the Japanese Language Magnet Program.

_____
_____
_____
_____

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